BULLETIN TO THE SCHOOLS

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NUMBER 4

THE UNIVERSITY OF THE STATE OF NEW YORK

COVER PICTURE: Trimming the Education Department Christmas Tree

Photograph by John Heller, State Museum Photographer

THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* MILDRED HAND, *Assistant*

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The University of the State of New York
Bulletin to the Schools

VOLUME 40 DECEMBER 1953 NUMBER 4

"For Distinguished Citizenship"

The Gold Medal of Distinguished Citizenship was presented to Commissioner Lewis A. Wilson by the Sons of the American Revolution at the meeting of the Board of Regents on November 19th. The award was made to Commissioner Wilson for his "outstanding support of the principles on which our fathers founded this Government, and in recognition of his support in upholding the spirit of our Constitution."

At the ceremony, Vice Chancellor Edward R. Eastman presented Frederick R. Stevens of Ithaca, vice chairman of the Americanism committee, Empire State Society of the Sons of the American Rev-

Sons of the American Revolution Present Medal to Commissioner Wilson
Left to right: Secretary Gardner Osborn, Commissioner Lewis A. Wilson, Vice Chairman Frederick R. Stevens

roads provide easier access for automotive equipment, and that the improvement of the modern car and bus has greatly encouraged their use in the field of pupil transportation.

These explanations we might call immediate. There are underlying reasons which must be discovered if we are to be made aware of the problems which will face us in the future.

The American citizen is not content to remain static. There must be progress. If we have good schools today, we must have better schools tomorrow. If we transport a few pupils today, we must transport many more tomorrow.

It is also important to recognize that the flow of population is now from the city to the rural area, which in turn means that there are many more children to be transported. Industries are decentralizing, and many small communities are springing up over night. Advantages, like transportation, which urban folk have taken for granted must now be more or less continued. Services once bestowed upon people are not very easily removed.

Then, too, farming has become a commercial enterprise with all the sciences involved. If the farm is provided with modern machinery and automotive equipment, the school must keep pace with modern conveniences in transportation. A standard of living has been set.

The modern highway today has brought not only pleasure for the motorist but death to the pedestrian. Miles of foot travel on the highway a few years back were safer than a few yards on the highway today.

These are only a few of the basic reasons, but they are deeply rooted in the social and economic forces that surround us. They explain the rapid development of school transportation.

Safety, efficiency, adequacy, economy — these are our fourfold objective, requiring attention to these factors:

Waiting for the School Bus

Safety — to the extent that in pupil transportation not one child shall be injured, maimed or killed.

Efficiency — to emphasize regulations and control of operation in order that there will be no duplication of effort, burden or expense, with all efforts leading toward maximum safety.

Adequacy — to entitle every child to a seat. To do this, additional buses are often required. A school bus with adequate seating makes a definite contribution to the total educational program.

Economy — to provide pupil transportation at the lowest possible cost consistent with the best safety standards that can be used.

These factors mean more buses, more drivers, more pupils transported and more expense in providing all these services and in carrying out all the responsibilities of everyone concerned.

What of the most important single factor in any pupil-transportation program, the key to safety — the school bus driver? There are now 6827 school bus drivers in New York State operating over $20,000,000 worth of equipment. The careful selection and thorough training of these drivers under close supervision require the experience and advice of the best trained school administrator. Both physical and psychophysical testing require the best physician and most skilled educator. Specialized training must be directed by a person who himself has had thorough training and wide experience in the operation of school buses. The school bus driver is an important employe.

An integral part of the daily learning experience of almost half a million pupils in New York State is gained riding the school bus. This experience may be good or it may be bad. Cooperation and teamwork must be the daily experience of the pupil, parent, teacher, administrator, board member, driver, mechanic, police, parent-teacher members, the motoring public and all state agencies. It is a vast army, all sharing the same purpose and striving toward the same goal.

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Civil Defense in Schools

On September 21, 1953, a letter was sent to school administrators transmitting instructions received from the New York State Civil Defense Commission for the school year 1953–54. Briefly, these instructions directed schools:

1 In cities of over 90,000 population (1950 census) to hold five air raid drills during the school year, with two of the drills to be held prior to the Christmas vacation
2 In villages and cities with a population of 5000 or over to hold an air raid drill once each month during the school year
3 To form civil defense committees consisting of principals, teachers and representatives of parent groups to advise on civil defense problems as they affect schools and school children

In giving the above drills *do not use the fire gong. Let the fire alarm be the distinctive sound to indicate fire only!* For air raid drills, schools may use whistles, klaxon horns, sirens, handbells or oral announcements.

At present there are 57 county civil defense directors and 31 city civil defense directors in New York State. These men are charged with the administration of all civil defense matters in their respective areas. They are directly responsible to the New York State Civil Defense Commission. In order to keep these directors informed on school civil defense programs it is necessary that school officials and the Education Department's Coordinator of Civil Defense for Schools forward to the local civil defense director copies of civil defense correspondence.

Questions relative to any of the above instructions, as well as reports of air raid drills, should be directed to Raymond R. Hunter, Coordinator of Civil Defense for Schools, State Education Department, Albany 1.

Public School Enrolments Increase

Public school enrolments in New York State have continued to increase, according to the regular annual survey just completed by the Bureau of Statistical Services. As of approximately September 30th, the total enrolment in all public schools was 2,204,605, an increase of 90,368 over the corrected enrolment of September 1952 of 2,114,237 computed on a similar basis.

New York City reported an increase of 11,971 over the previous September, amounting to an increase of 1.3 per cent. The net gain in all the cities of the State was 23,442, amounting to an increase of 1.8 per cent.

The 55 cities which gained in public school enrolment over the previous year, together with the amount of increase, are as follows: Albany, 819; Amsterdam, 56; Auburn, 9; Beacon, 131; Binghamton, 301; Buffalo, 612; Canandaigua, 149; Cohoes, 10; Corning (District 9), 34; Cortland, 48; Dunkirk, 190; Elmira, 88; Fulton, 103; Geneva, 112; Glen Cove, 209; Glens Falls, 115; Gloversville, 77; Hornell, 117; Hudson, 64; Ithaca, 112; Jamestown, 277; Johnstown, 94; Kingston, 215; Lackawanna, 115; Little Falls, 22; Lockport, 229; Long Beach, 397; Middletown, 152; Mount Vernon, 183; New Rochelle, 436; New York City, 11,971; Newburgh, 292; Niagara Falls, 675; North Tonawanda, 277; Ogdensburg, 47; Oneida, 122; Oneonta, 46; Peekskill, 42; Plattsburg, 20; Port Jervis, 21; Poughkeepsie, 33; Rochester, 1213; Rome, 286; Rye, 130; Salamanca, 26; Saratoga Springs, 186; Schenectady, 223; Sherrill, 154; Syracuse, 736; Tonawanda, 169; Troy, 66; Utica, 339; Watertown, 193; White Plains, 534; Yonkers, 548.

On a percentage basis, the cities with the largest increases in enrolment are: Long Beach, 11 per cent; Canandaigua, 9 per cent; Beacon, Dunkirk, Glen Cove, Rye, Saratoga Springs, Sherrill and White Plains, all 8 per cent.

Only seven cities reported decreased enrolments. The cities and the amount of decrease are as follows: Batavia, 62; Mechanicville, 33; Norwich, 22; Olean, 191; Oswego, 47; Rensselaer, 22; Watervliet, 6.

Of the 105 villages with superintendents of schools, 97 reported increased enrolments and only eight reported decreased enrolments. The combined decrease of the eight districts was 871. Total increase of the other 97 was 24,644, making a net gain of 23,773. The net gain amounts to an increase of 9.7 per cent over enrolments in the same districts the previous fall.

Central and union free schools with secondary school departments had a net increase of 38,653. This amounts to an increase of 9.4 per cent over enrolments in the same districts the previous year.

It is estimated that the net increase in the common school districts and the union free school districts having elementary departments only, was 4500, compared to enrolments in the same districts the previous September.

As this survey reports beginning enrolments, it should be pointed out that year-end enrolments will be larger because schools will continue to enrol pupils during the school year.

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Miss Prentice Is President

Margaret E. Prentice, associate supervisor, school lunch, is the new president of the American School Food Service Association, elected at the convention in November at Boston.

New Pamphlet on Guidance

"Basic to any sound readjustment of high school education are adequate guidance and counseling," says the chairman of the Regents Citizens Arvisory Council on the Readjustment of High School Education, Mrs James W. Kideney, in the introduction to a pamphlet, Improving Guidance Service in High Schools, now being distributed by the Department.

Because large numbers of boys and girls still leave high school before graduation, the council has been studying ways to improve guidance in the schools of the State, believing that "counseling will help young people make intelligent choices beneficial to self and society." The council advocates the large expansion of guidance, defining guidance as a service to pupils and their parents of an informational and counseling nature — to "open horizons, not to 'channel' people, to point out opportunities rather than to make decisions for young people."

The pamphlet lists its recommendations for improvement of guidance service as follows:

Guidance and counseling programs should be furnished in every secondary school.

Guidance counselors should be competent and well-trained, both as to personality, professional education and experience.

The guidance and counseling program should be supported by sufficient personnel and by proper facilities.

Every teacher in the school should take part in the work.

Helping a Bethlehem Central High School Pupil with Her Educational Plans

The guidance and counseling program in each school should provide in sufficient quantity services such as keeping a separate file of information concerning each pupil; helping each boy or girl to prepare, in cooperation with his parents, his own vocational and educational plan; giving help to pupils throughout their secondary school years; providing placement service for older pupils and follow-up service after pupils are graduated or leave school; and in-service guidance training for teachers.

The guidance and counseling services should be closely coordinated with the school's total program and with related community services and agencies.

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Science Fellowships Offered

Union College and the General Electric Company will again conduct the G-E Science Fellowship program for the tenth consecutive year.

Fifty fellowships will be awarded early in 1954 for high school science teachers to attend a specialized six weeks' summer session at Union College under General Electric sponsorship. In the nine summer sessions which have preceded the 1954 program, 450 secondary school teachers have participated.

Applicants for the Union College awards must be experienced secondary school science teachers who intend to remain in the teaching profession. They must hold at least a bachelor's degree including undergraduate preparation in chemistry or physics and mathematics.

The fellowships will be awarded to teachers from 13 eastern states which include the New England states, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina and the District of Columbia.

The fellowships include tuition, fees, maintenance at the college, and traveling expenses.

The Union College faculty will conduct the academic program, and classroom and laboratory instruction will be augmented by industrial trips through G-E plants and laboratories in the area to study scientific processes and equipment.

Henry J. Swanker, assistant professor of chemistry at Union College, will direct the 1954 session, replacing Dr Harold E. Way, chairman of the physics department, who has supervised the program for the past four years.

Deadline for applications is March 1, 1954. The summer program at Union College will begin Sunday, July 4th, and conclude Friday, August 13th.

The program at Union College is one of four sponsored by General Electric, the others being for 50 mathematics teachers to study at Rensselaer Polytechnic Institute, Troy, N. Y.; 50 physics teachers to study at Case Institute of Technology, Cleveland, Ohio, and 50 mathematics teachers at Purdue University, Lafayette, Ind.

Sponsored by General Electric and conducted by the colleges assisted by G-E scientific, engineering and management personnel, the fellowship programs are designed to acquaint each Fellow with the latest developments in his field and to provide a clearer understanding of how science and mathematics are applied in business and industry.

Why Foreign Languages in School?

ROY E. MOSHER
Supervisor of Modern Languages Education
Division of Secondary School Supervision

A WELL-TAUGHT FOREIGN LANGUAGE course tends to make the pupils language conscious. Many children who have had trouble in understanding the parts of speech in English see their own language in a new light after an introductory course in another tongue. One important objective of a language course is to break down ethnocentric ideas of pupils who have naïvely assumed that, because we in the United States have all the latest gadgets and great material wealth, we have the best culture. In a language course they learn to appreciate the contributions that other peoples have made to our own American way of life and to world culture. Through better understanding of peoples of other races, religions and political beliefs the pupils tend to become better citizens.

The main reason, however, for teaching foreign languages in our schools is to prepare as many persons as possible to communicate with those who do not know the English language. Our country is respected throughout the world for its progress in science, technology, industry and commerce. Our experts in every-

Staff Members Examine a Foreign Language Exhibit
Left to right: Supervisor Roy E. Mosher, Assistants Mary E. Hayes and Catherine E. La Rosa

thing from soil conservation to public health go to other countries as advisers, usually speaking nothing but English. If an occasional man had to work through an interpreter, nobody would be surprised but when the majority of them can not talk the language of the country it gives the impression that Americans do not care to learn other languages.

The need for a knowledge of languages has never been so great as it has been in recent years. Thousands upon thousands of our young men find themselves assigned to overseas service, where a knowledge of languages is a decided advantage. Yet at the present time the American linguist is the exception, not the rule. President George N. Schuster of Hunter College, after a recent tour of duty in Germany, reported that he had found American officials who had been in Germany for six years without attempting to learn German.

To provide a reasonable supply of linguists, it is necessary to introduce large numbers of children to the learning of a foreign language while they are in school. It is only when large numbers of Americans have had some experience in learning a foreign language and when the more capable of these have had thorough courses in a language, that the United States will cease to be considered " illiterate " by other nations. Colleges and universities are doing an excellent job with the advanced training that prepares the future diplomats, consular officials and others for work abroad, and the Government is spending much money on its intensive language programs but there is need of more foreign language training in the schools. In general this special training will be taken only by those who have had advantage of previous language experience in school. In addition to the specialists, great numbers of other individuals also need to be prepared to learn something of the language of whatever foreign country to which they may happen to be sent.

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Kenmore Science Teacher Honored

Rolland J. Gladieux, chemistry teacher in Kenmore High School, and his pupils were featured in a documentary film entitled " And to Fame Unknown " shown on the coast-to-coast Cavalcade of America television program, October 27th. The film was produced in the Kenmore school by the du Pont company. The film shows Mr Gladieux with his class in its everyday work and the after-hours Science Club at the school. Mr Gladieux was chosen to make this film by du Pont Company from thousands of teachers as representing the highest qualities in stimulating young people to pursue their education. The film is a tribute to all men and women whose teaching influences youth.

The Buffalo *Courier Express* of October 25th editorialized:

> In America, education is one of the primary processes which keeps democracy functioning, and training in science is one of the means by which the United States has reached its present status of world leadership. . . Our schools, colleges and universities are forever imbuing students with a love of science which will assure national well-being and defense.

National Meetings on Adult Education

Plans Made for Continuing Progress in Work with Adults

The third annual conference of the Adult Education Association of the U. S. A. was held in New York City, October 26th–29th. The conference theme was "Working Together in Performing the Responsibilities of Citizenship." Approximately 900 leaders in the field from all sections of the country were in attendance.

Paul H. Sheats, University of California at Los Angeles, was elected president.

David D. Henry, executive vice chancellor of New York University, addressed the opening session of the conference and Hugh L. Keenleyside, director general, Technical Assistance Administration, United Nations, spoke at the United Nations luncheon on the second day of the meetings.

Several members of the staff of the Bureau of Adult Education of the State Education Department assisted with the planning and conduct of the conference and many communities of the State were represented by leaders of their adult education program.

Assistant Commissioner Edwin R. Van Kleeck summarized the conference at the final session.

The newly organized National Association of Public School Adult Educators held its first conference, also in New York, October 24th–25th, preceding the conference of the Adult Education Association. Loy LaSalle, Lansing, Mich., was elected president for the coming year. R. J. Pulling, Chief of the Department's Bureau of Adult Education, was elected vice president. Angelica Cass, of the Bureau staff, is a member of the board of directors. Mr Pulling brought greetings from the Department at the opening meeting of the conference.

Several directors of adult education in New York State communities participated in the program as leaders and resource people in the workshops. The keynote address, "Vision in Adult Education," was given by W. Ballentine Henley, president, College of Osteopathic Physicians and Surgeons, Los Angeles. Assistant Commissioner Van Kleeck presided at the final meeting and Arthur P. Crabtree of the Bureau staff gave the summary of conference reports.

The principal address at the conference was given by Alexander J. Stoddard, superintendent of schools at Los Angeles. He spoke on "Adult Education in Relation to Our Country's Purposes."

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TV for Children

The New York City Board of Education is sponsoring a television program for elementary and junior high school youth, Saturday morning, 9 to 10, over Station WCBS, entitled On the Carousel.

Using TV in Adult Education

THE SEPTEMBER 1953 issue of The School Executive carries an article, "In Adult Education, It's Mass Media Tools," written by Mrs Kathryn Rich, community service representative in the Adult Education Division, Schenectady public schools.

The article summarizes ten years of experience in the use of radio and television, and offers sound advice for others in the field of adult education who would make use of these tools.

The article relates Mrs Rich's experience in the use of television for adult education, particularly in the area of public affairs. Schenectady began its television experience in 1946 with a series of public affairs discussions featuring a debate on some issue of the day and a "jury" of local citizens who registered their opinions on this issue. Mrs Rich and her co-workers experimented with various formats until 1951 when the pattern was established for a semiweekly series. During the past two years, each half-hour program has presented one aspect or phase of a series of related public affairs topics. The series has covered such subjects as the United Nations, education as a public problem, race relations, economic issues from the consumer viewpoint, state and federal legislation, the citizen and local government. For each series, a consultant has helped to plan the programs and has appeared on each show along with the moderator (a member of the adult education staff) and a special guest. Participants in the 1952–53 series have included college professors, members of the State Education Department, researchers and other specialists in local industries, clergymen, group workers and other professionals whose experience proved useful in exploring some particular topic.

The Division of Adult Education in the Schenectady public schools has learned the importance of visual aids in a television program. Charts, displays, maps, blackboard, flannelboard, materials on a table or desk (around which the participants are often seated) are among the tools or techniques introduced to add flexibility and visual appeal to the programs. The Schenectady school system has also learned that it is possible to enlist the active cooperation of able volunteers, if demands for organized preparation are kept to a minimum and if the intelligence and integrity of participants are respected. To save time and to maintain spontaneity, formal rehearsals are never held; the producers depend on preliminary interviews and brief "warm-up" periods, plus flexible plans and outline scripts. The producers have learned to stress the skill involved in moderating and conducting a discussion, and to pay less attention to technical "showmanship." They have realized that educational showmanship and entertainment showmanship are not identical.

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Medal to Houghton

Alfred T. Houghton, supervisor in the Bureau of Adult Education, has received a Commendation Medal for "meritorious service" as personnel officer with a Marine Air Base squadron in Korea, December 4, 1952, to August 2, 1953. Mr Houghton, a captain in the Marine Corps Reserve, was recalled to active duty in October 1951 and was on leave of absence from his Education Department position until his release from active military service in August 1953.

Vocational Education

New York Youth at FFA Meeting

More than 200 Future Farmers from New York State attended the Silver Anniversary Convention of the National Association of the Future Farmers of America in Kansas City, Mo., October 12th-15th. In all, about 10,000 young men and their advisers attended the convention from every state in the Union, and from the territories of Hawaii and Puerto Rico. Youth representatives and exchange students were present from several foreign countries to observe the business sessions and to listen to such dignitaries as President Dwight D. Eisenhower, Secretary of Agriculture Ezra T. Benson, Secretary of Health, Education, and Welfare, Mrs Oveta Culp Hobby, and Assistant Postmaster General Albert Robertson, who announced the release on October 13th of a commemorative United States three-cent postage stamp honoring the 25th anniversary of the Future Farmers of America.

Eight New York members were awarded the American Farmer Degree, the highest honor of the organization. John Carpenter and Kenneth Lamb, Hamilton; Phillipo Casamento, Norwich; Arnold Cope, East Springfield; Charles Dennison, Cato; Bruce Francisco, Belmont; John Seigel, Holland Patent; and C. Lynn Taber, Trumansburg, were selected for the honor on the basis of establishment in farming and leadership.

New York chapters honored for outstanding program activities were South Kortright, Greenville and Dryden. The Phelps chapter won one of four regional awards for an outstanding program in promotion of farm safety.

Two New York members played in the National FFA Band and one member sang in the chorus. This national chorus was directed for the sixth consecutive year by Dr James Hatch, associate in agricultural education in the Department.

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Family Life Program Strengthened

Home economics city and state supervisors, together with directors of home economics departments and other college personnel, held a two-day meeting in Syracuse October 12th–13th, to consider ways of strengthening programs in home and family life education through the preservice and in-service training of teachers. Consideration was given to specific ways of helping teachers to focus homemaking programs on the family. Recognizing the problem teachers have in planning cooperatively with pupils and parents in addition to working with school personnel and community members, suggestions were made for ways of helping teachers to meet this need.

The conference group also considered certain program plans and policies and some changes were agreed upon.

Rehabilitating the Handicapped

KARL G. KAFFENBERGER
Acting Director
Division of Vocational Rehabilitation

THE VOCATIONAL REHABILITATION program, administered by the Division of Vocational Rehabilitation of the State Education Department, is a public service designed to restore, develop or improve the working ability of handicapped persons to the point where they can become satisfactorily employed or self-supporting. For centuries the general attitude toward the crippled and disabled was characterized either by intolerance, misunderstanding or unconstructive "charity." Early in the present century, however, the possibilities of removing handicapped persons from the status of dependency by restoring their ability to work began to be recognized. It was evident that this would have both humanitarian and economic effects, benefiting the employer and the community as well as the handicapped worker.

Systems of Workmen's Compensation insurance were developed to provide medical care and cash benefits for those injured in industrial or other hazardous employment; but experience soon demonstrated that frequently a further service was necessary for those who could not return to their former jobs and had to seek some other type of employment. Experience both in Europe and in this country with programs for the disabled soldiers of World War I emphasized the potentialities and value of the rehabilitative approach. There was also an increasing awareness that unemployment arising from disability was properly the concern of public agencies because of the likelihood of such unemployed persons becoming public charges.

As a result of extensive studies by legislative commissions of Congress and of several states, the first vocational rehabilitation laws were enacted in 1920. The original New York State Rehabilitation Law was approved May 13, 1920, and on June 2d, President Wilson signed a federal act designed to promote the development of such programs in the various states. The Federal Government has continued its support with substantial grants-in-aid to the state agencies. For the year 1952–53 the expenditures of the Division of Vocational Rehabilitation in New York totaled $1,838,649.98, of which amount the State provided $623,879.56 and the federal funds were $1,214,770.42.

In the early years of the program, services were limited to counseling, vocational training and placement assistance for the physically handicapped. A substantial liberalization of the federal act in 1943 and subsequent changes in the state law made it possible for the Division to provide corrective surgery and medical or psychiatric treatment for the purpose of eliminating or reducing the severity of a handicapping condition. It also allowed extension of service to suitable cases where the handicap was mental retardation, emotional illness or epilepsy — categories which had previously been excluded. This was in keeping with recognition of the concept of "total" rehabilitation; and the more extensive utilization of rehabilitation centers and other private facilities was encouraged.

At the present time the work of the Division is carried on by a staff of 86 professional workers and clerical personnel numbering 76, in the five district offices located in Albany, Buffalo, New York City, Rochester and Syracuse, and sub-

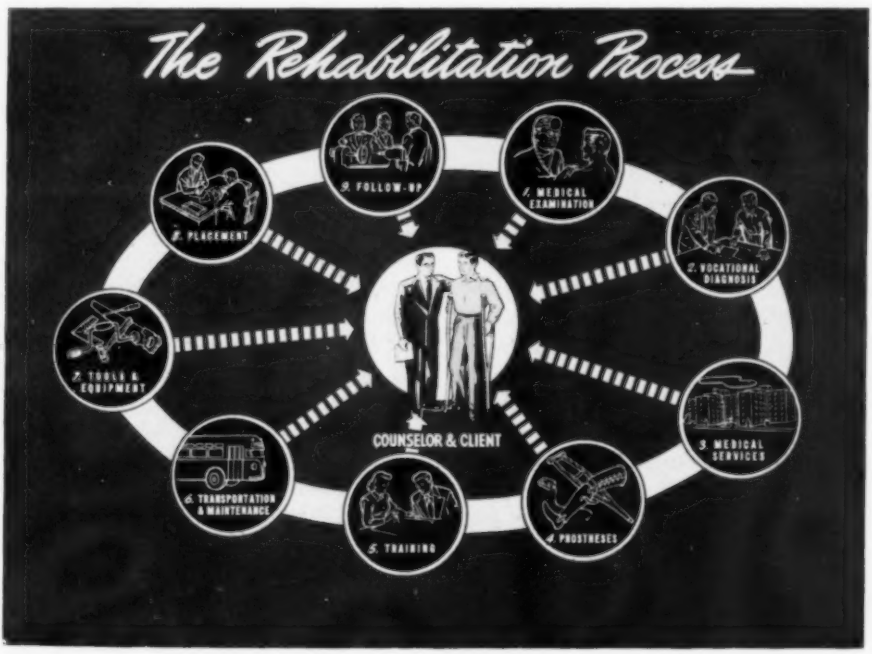
district offices in Binghamton, Elmira, Malone, Poughkeepsie and Utica.

The Division of Vocational Rehabilitation functions as a case-work agency, approaching the problems of each applicant on an individualized basis. The counselor provides guidance, assists the applicant in choosing his vocational objective and in developing a constructive plan to reach it, and arranges for or coordinates the specific services that may be necessary. These may include:

1 Medical diagnosis
2 Vocational diagnosis
3 Medical, surgical or psychiatric treatment, hospital care or other therapy
4 Prosthetic aids, artificial limbs, braces and hearing aids
5 Vocational training
6 Financial assistance, where necessary, with maintenance and transportation
7 Occupational tools and equipment, where necessary
8 Placement assistance in finding and adjusting to a suitable job
9 Follow-up to assure continued success on the job

This practical, humanitarian program fitting handicapped individuals for remunerative employment has demonstrated its worth. *Manpower has been conserved* by returning unproductive handicapped workers to their jobs. The *general economy has benefited* because of more productive workers, savings in public assistance and the avoidance of dependency upon others. *The government benefits* by converting tax-consumers into taxpayers, and *society benefits* because of happier, more contented individuals and improved family life.

During the average year, new cases coming to the Division for attention have numbered approximately 10,000, of which 4000 are rehabilitated into suitable, self-supporting employment.



Board of Regents

Regents Explain Building Approval

An explanation of what is involved in the approval of school building plans and specifications by the State Commissioner of Education is given in a statement approved by the Board of Regents at its meeting November 20th and released for publication. The statement follows:

In order to clear up certain misconceptions which seem to exist throughout the State as to the action of the Commissioner of Education in approving plans and specifications for the construction of school buildings under sections 408 and 409 of the Education Law, the following statement, suggested by the Commissioner, which represents, however, no change in policy, was approved by the Board of Regents:

The Commissioner's approval signifies only that the plans and specifications of school buildings meet the minimum requirements of sections 408 and 409 of the Education Law and the Commissioner's Regulations relating to educational requirements; that the heating, ventilating, lighting, sanitation and health, fire and accident protection are adequate to maintain healthful, safe and comfortable conditions in the buildings, and that the site meets the minimum requirements of section 408. It does not signify any approval of the design, of any contract which may be awarded or executed, or of any features which go beyond the aforesaid minimum requirements, such as separate auditoriums, expansive foyers, unnecessary exterior ornamentation or swimming pools, decorative features or other similar items.

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Regents Grant Charters

The Board of Regents on November 20th granted an absolute charter to Hillel School, Inc., Rochester, to replace the provisional charter granted September 17, 1948. The school maintains a nursery school, kindergarten and elementary school "to promote and provide Jewish and general culture."

Actions taken for libraries in the State included extension for five years of the provisional charter held by Phelps Community Memorial Library, Phelps, Ontario county; cancellation of the charter of the West Winfield Free Library, West Winfield, a school district public library, and transfer of its property to the West Winfield Free Library, West Winfield, a village public library.

The provisional charter of Old Museum Village of Smith's Clove located in the town of Blooming Grove (post-office address, Monroe, Orange county) was amended permitting increase of the number of shares of stock. The museum contemplates increasing the number of buildings to expand the museum.

Appointments Made by Regents

Dr Robert W. McEwen, president of Hamilton College, was appointed November 20th by the Board of Regents to the State Examinations Board. He will serve for a term of five years, beginning January 1, 1954. Doctor McEwen succeeds Chancellor Thomas R. McConnell of the University of Buffalo, who will retire from the board December 31st because of other commitments.

James M. Spinning, superintendent of schools at Rochester, and William Hamm, assistant superintendent of schools, New York City, were reappointed to the State Examinations Board, each for a term of five years beginning January 1, 1954.

Dr James L. Whitehead, director of the Staten Island Institute of Arts and Sciences, was appointed to the Museum Council for a term of five years beginning October 1, 1953. He succeeds Dr Arthur C. Parker of Naples, formerly State Archeologist and formerly director of the Rochester Museum Association.

Donald Q. Faragher, Rochester, and Lester D. C. Tichy, New York, were reappointed to the State Board of Examiners of Architects, each for a term of three years beginning November 1, 1953.

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Regents Appoint Languages Group

The Board of Regents on November 20th appointed an Advisory Committee on the Teaching of Modern Foreign Languages to assist the State Education Department in planning a revision of its modern language program. Since World War II there has been a growing interest in modern language education in the schools and colleges of New York State. The location of the United Nations in New York City has underscored the need for a greater understanding of the various peoples of the world, particularly through knowledge of their language, according to Commissioner of Education Lewis A. Wilson.

For many years New York State has had an outstanding program of instruction in the modern languages in its high schools. Special teacher qualifications are insisted upon and the standards of instruction in the classrooms are high and compare favorably with the best to be found elsewhere. In spite of the intense competition between subjects in the elective program of the high schools, there are today approximately 150,000 high school pupils enrolled in one or more of the modern languages.

" In view of recent world-wide events and in view of modern methods of transportation and communication, there has never been a time in our history when there has been so great a need for the knowledge of foreign languages," according to Roy E. Mosher, state supervisor of foreign languages education.

The advisory committee is made up of outstanding authorities in the teaching of the modern languages representing the high schools and colleges of New York State. The committee will be asked to advise the Education Department with respect to the content of the modern languages courses, the relative emphasis that should be given to speaking, reading or

writing the languages in question, and the methods best suited to the teaching of foreign languages in secondary schools.

Members of the committee include: A. Harold Bagg, East High School, Rochester; J. Wesley Childers, State College for Teachers, Albany; Glenn M. Davis, Albany public schools; Domenic De Francesco, Benjamin Franklin High School, Rochester; Ferdinand F. Di Bartolo, Grover Cleveland High School, Buffalo; Esther M. Eaton, Garden City High School; Beatrice E. Eckberg, Jamestown High School; Renee Jeanne Fulton, Forest Hills High School; the Reverend John Guido, Cardinal Hayes High School, New York; Henry M. Hollenstine, University of Buffalo; Theodore Huebener, New York City Board of Education; Sayre P. Maddock, University of Buffalo; Dorothy V. Mix, Suffern High School; Albert Scholz, Syracuse University; Sister Mary Rosalie, Oswego Catholic High School; Mrs Gladys Tietz, Long Island City High School.

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Bond Issues Approved

Three bond issues in the total sum of $18,700 for the purchase of school buses were approved by the Board of Regents at its meeting November 20th.

This action was taken in accordance with the requirement of the local finance law that the Board of Regents approve propositions for bond issues to cover school improvements in districts where the cost of such improvements would bring the bonded indebtedness over 10 per cent of the valuation of the district's real property.

The issues approved included:

Sauquoit Valley Central School District, an issue of $7000 for the purchase of a school bus

Russell Central School District, an issue of $2500 for the purchase of a station wagon

Schoharie Central School District, an issue of $9200 for the purchase of a school bus

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President Drake Cited

President M. Ellis Drake of Alfred University was awarded a trustees' citation for 25 years of service to the university at the president's dinner November 4th. Trustee Bayard T. Haskins, Wellsville, made the presentation.

New Village Superintendency

Union Free School District 5, town of Hempstead, Nassau county, became a superintendency district, December 1, 1953, on request by the board of education and following an enumeration of the inhabitants of the district ordered by Commissioner Lewis A. Wilson, in accordance with the law.

John R. Fitzsimmons has been appointed acting superintendent of this new village superintendency.

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College Guide

A Pictorial Guidebook to Colleges in the Empire State will be distributed by the editor, Dr Harold E. Hammond, P. O. Box 12, Schenectady 1, N. Y., free of charge to secondary school administrators, guidance directors and educational information centers in the State. This pictorial guidebook contains information about the location, affiliation, nature, age, accreditation, expenses, degrees offered and areas of specialization of most of the 130 institutions of higher learning in New York State.

Educational Notes

Boy Scouts and the Schools

A survey of the local relationships of public schools and the Boy Scouts, recently made by the National Committee on School Service, Boy Scouts of America, indicates that public schools and their personnel are active in the local administration of the Boy Scout program; that many local Boy Scout councils have most extensive cooperation with public schools including school personnel on Scout boards and committees, Scout units meeting in schools, and wide parent-teacher cooperation; that cities having a number of school people identified with the Boy Scout administration have the best and most extensive school and Scouting cooperation.

The survey was made for 107 metropolitan cities of 100,000 to and including cities of 500,000 and more population, covering the year 1952–53.

Public school administrators are found to be active in Scouting — 83 superintendents and assistant superintendents in the 107 cities surveyed holding memberships on Scout executive boards, operating committees or district committees. Members of boards of education are also active in Scouting. In addition to the 107 cities surveyed, over 300 school principals are known to be active on district or council Scout committees.

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New President

Dr Miller A. F. Ritchie was formally inaugurated president of Hartwick College, October 24th.

Hamilton Scholarship

Hamilton College reports that its $3000 scholarship offer to the son of a secondary school teacher, announced in the January 1953 issue of the BULLETIN TO THE SCHOOLS, is bringing favorable response from teachers in the State.

Applications should be sent to Sidney B. Bennett, director of admissions, Hamilton College, Clinton, N. Y.

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C. A. Abbott Dies

Clifford A. Abbott, Nedrow, died August 7th at his home in that place. He had been retired for several years. He had taught agriculture at Candor, East Otto, Cato, Chittenango and Whitesville. He was also principal at Cato and at Hogansburg.

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Basil Conrad Dies

Basil W. Conrad, who retired June 1st from the Department staff, died suddenly November 2d while calling at the State Education Building. Mr Conrad had been with the Department since September 1, 1949, as supervisor in industrial education and since March 1951 with the Bureau of Apportionment as assistant in school business management.

He was superintendent of schools at Scotia for 19 years, following three years as principal of Scotia High School. He was also principal at Unadilla High School for a number of years previous to his appointment at Scotia.

State Teachers Association Meets

Kenneth A. Myers, Johnson City, was unanimously re-elected president of the New York State Teachers Association at the annual meeting of the House of Delegates of the association in Syracuse, November 23d–24th. All the vice presidents were also re-elected. They are Earl L. Vandermeulen, Port Jefferson, first vice president; Mrs May M. Henry, Yonkers, second vice president; Carl W. Baisch, Kenmore, third vice president; Helen P. Maney, Geneva, fourth vice president.

Commissioner Lewis A. Wilson addressed the banquet session of the House of Delegates.

Approximately 900 delegates attended the meeting to set association policies. Delegates approved a revision of the association's constitution and by-laws.

The association adopted a legislative program (1) to increase minimum salaries for professionally qualified teachers by at least $500 with fewer and larger increments and with proper step placement for experienced teachers; (2) to add to the New York State Teachers' Retirement System death and disability benefits comparable with those in other public retirement systems; (3) to broaden the taxing powers of school districts and continue to work for fiscal independence and responsibility in the large cities of New York State; (4) to obtain the revision in state aid recommended by the Educational Conference Board.

Among the resolutions adopted were the following:

Seeking legislation which will give the veterans who served in the armed forces during the Korean conflict the same retirement credit and other benefits for that service as was accorded to veterans of World War II who served in the armed forces

Supporting salary legislation for administrative and supervisory personnel as approved by the Educational Conference Board

Supporting legislation looking toward the liberalization of financial advantages for retired teachers.

Supporting legislation for the continuation of federal assistance for school construction and for current operating in school districts where federal projects and acquisition of property affect the normal school population

Vigorously promoting professional salary schedules for teachers in all school districts, such schedules to provide a starting annual salary of at least $3600 for new teachers and up to at least $8500 for experienced, professionally qualified teachers

Commending the State Board of Regents for its action in declaring the Communist Party to be subversive, and pledging all members of the State Teachers Association to cooperate fully in preventing any infiltration of Communist Party members into the ranks of the teaching profession

Reaffirming support of the teaching of the knowledge and skills and developing the attitudes necessary for world understanding and supporting the government and ideals of the United States of America, the United Nations and its specialized agencies and the Overseas Teacher Fund in the interests of world peace

Reaffirming faith in the Code of Ethics adopted jointly with the State School Boards Association

Complimenting the State Education Department for its leadership in initiating the studies, Elementary Education, Early Secondary Education and Readjustment of Secondary School Education, and encouraging the Department to continue its policy of allowing freedom for the local school systems to experiment in curriculum development

The Alfred E. Smith Award for Conspicuous Service to Public Education was awarded to George D. Ryder, Cobleskill.

Department Staff

Health Service Chief Appointed

Dr John A. Forst of Farmingdale has been named Chief of the Bureau of Health Service, effective November 16th. He succeeds the late Dr Lillian DeArmit, who died in July 1952. Doctor Forst was on a list of eligible physicians announced in late August by the State Civil Service Commission, as a result of an examination given in May.

Doctor Forst is a graduate of the Medical College of Long Island University. He has had extensive experience as a school physician and medical examiner in the Farmingdale public schools. He was also a general practitioner in Farmingdale. During his school work there he developed the health service program to a point where three full-time school nurse-teachers and two full-time dental hygiene teachers are employed by the board of education. Use is also made of the mobile team of dental hygienists from the State University Institute located at Farmingdale.

Features of Doctor Forst's school health service program at Farmingdale included thorough annual medical examinations of all pupils and a comprehensive program to detect tuberculosis among children. Every pupil is given an X-ray examination in the eighth, tenth and twelfth grades.

Doctor Forst is a member of the State Medical Society and of other medical societies as well as of the American School Health Association and the New York State Association of School Physicians.

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Changes in Department Staff

James R. D. Erviti was appointed September 1st as associate in education research.

Leon Ovsiew was appointed October 1st as associate in education research, to work with Dr Ernest F. Weinrich in a study of school administration.

Paul A. Hedlund, previously associate in education research, was appointed November 1st as education state aid analyst.

Victor A. Taber received permanent promotion to associate in test development, September 23d.

On November 11th Alice T. Daly was promoted to assistant in test development and John P. McGuire was appointed permanently to assistant in test development.

Edward L. Dalby received permanent appointment September 1st as associate in private trade school administration.

John M. Leslie and Leon S. Tunkel received permanent appointment as assistants in industrial education, November 16th.

Robert S. Hunter was appointed October 1st associate in industrial education

to serve during the leave of absence of Kenneth Bailey.

Ruth Frantz received provisional appointment as associate in school nursing, October 1st.

Richard F. DeForest resigned October 4th as assistant in educational guidance.

Benjamin Shangold resigned October 5th as assistant in adult education.

Clyde E. Cole received provisional promotion as associate in health and physical education, September 1st.

Leo P. McDonnell received provisional appointment as assistant in industrial education, October 16th.

Ralph G. Hoag received provisional appointment as associate in education (guidance), November 1st.

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Building Plans Approved

Plans for new school buildings and major additions approved by Commissioner of Education Lewis A. Wilson upon recommendation of the Division of School Buildings and Grounds during the month of October include the following:

Wallkill, new elementary school, $590,757; addition to Plattekill elementary school, $207,350; alterations and addition to existing Wallkill Central School, $185,400

Bethlehem Central School District, Delmar, new Hamagrael elementary school, $737,000

Elba, addition and alterations to central school, $60,000

Huntington, new Flower Hill elementary school, $526,840; new Southdown elementary school, $565,240; new Whitson Road elementary school, $585,250

Plainview, new elementary school, $290,000

Woodbury, new Walt Whitman elementary school, $612,000

Lackawanna, addition and alterations to high school, $231,000

Copiague, new elementary school, $793,785; addition to Great Neck Road School, $480,000

Malone, new elementary school, $250,000

Trumansburg, new elementary school, $800,000

Ovid, addition and alterations to central school, $790,000

Westport, addition and alterations to central school, $293,810

East Greenbush, addition and alterations to elementary school, $251,000

Johnson Hall Opened

The newly restored Johnson Hall in Johnstown was formally opened to the public on Sunday afternoon, November 22d.

This interesting house was built by Sir William Johnson in 1762–63. It became the center from which, as Superintendent of Indian Affairs for the Northern Colonies, he supervised Indian relations as far west as Wisconsin, as far north as Canada, and as far south as Virginia. Johnson died in 1774 and was succeeded in the baronetcy by his son, John, who took the side of the Crown during the American Revolution. The property was confiscated by the State of New York and was sold. It had a varied history until 1906.

In that year the State acquired it. During succeeding years the exterior of the house was restored to have much its original appearance. Since 1944, when the property was transferred to the Education Department, further changes have been made to the exterior of the building and the grounds. During the past year extensive rehabilitation and restoration of the interior have made the house as nearly like it was originally as it is possible to make it.

Book Reviews

Anderson, W. A., Baldwin, R. P., & Beauchamp, Mary. The workshop handbook. Cooperative Program in Educational Administration Series. Bureau of Publications, Teachers College, Columbia University. 1953

The authors of this short (65-page) handbook have drawn extensively from their own experiences with the workshop way of working, and have collected a great deal of information from school administrators. They have combined the two sources and produced what this reviewer considers to be a valuable "how to" book for those who are thinking of organizing a workshop.

Chapter I describes several actual workshops that were successful in achieving their stated purposes. The remaining chapters contain practical, down-to-earth suggestions on the setting up of workshops, do's and don't's of workshop practice and a check list for effective workshop procedure. The final chapter discusses the development of improved workshops through increasing lay participation, making wider use of specialized workshops and evaluating the accomplishments of workshops.

Doctor Anderson and his associates, as well as the C.P.E.A., are to be commended for contributing so useful a tool to the profession.

HOWARD O. YATES
Assistant in Elementary Curriculum Development

Hymes, J. L. jr. Effective home-school relations. New York. Prentice Hall. 1953

Partnerships of home and school do not just happen. They grow out of a shared concern for children and for good education. They are achieved by parents and teachers learning and working together every day to supplement each other as co-educators.

Effective Home-School Relations by James L. Hymes centers upon the vitality of this partnership, its "why," and its "how" in the face of modern demands upon family life and of community conflicts over public education. That both parents and teachers want children to be happy and productive people becomes the foundation for a rich working relationship between them. Mothers and fathers bring to the school their intimate knowledge and love of their child over the span of all his years and within his own family group. Teachers join them with their specialized training in child development and professional experience in living with him and with other children in the classroom community. It is imperative that parents and teachers discover ways to mutual understanding and cooperative action for the youngsters they both guide.

The humor and "folksiness" with which the book is written and illustrated contribute much to its clarity and power. In every chapter there is a lively respect for people. The criticisms of some home-school practices are constructive; the ideas for improving these practices, provocative. The fact that many of the source materials essential to using these techniques are supplied within the content itself and not as footnotes or appendixes is a challenge to act.

Effective Home-School Relations is a competent and rewarding book. It is practical without being prescriptive. Principles basic to understanding children are seen as comparable with those effective in working with parents, and give power to the author in helping his readers to think more clearly about themselves and other people.

NORMA R. LAW
Associate in Child Development and Parent Education

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Change of Name

The Regents on November 20th changed the registered name of Smithtown Branch High School, Smithtown Branch, to Smithtown High School.

New Department Publications

Children, the Music Makers, a Guide to Music Education in Elementary Schools, Kindergarten, Grades 1–6

The music program described in this guide has six facets: singing, rhythm work, creating music, playing instruments, learning how to listen to music and learning to read musical notation. Each of these areas is discussed extensively, its problems are defined and possible solutions offered in the light of tested classroom procedures and the latest findings of research. Recommendations regarding such issues as the place and use of rhythm bands and when to introduce music reading are included. The last four chapters of the bulletjn are devoted to approaches to the program on an age-grade basis, giving teachers a rounded view of children's musical interests and suggestions for " Things To Do " in meeting their needs. In these chapters, the teacher will also find assistance in recommended materials and bibliographies for carrying on the program.

This publication is the first in a series which will present a 13-year program in music education for the schools of New York State. It points up the particular importance of music in the elementary grades and shows how music specialists and classroom teachers may work together to insure its proper place in the total instructional program.

Recent reports of the New York State Science Service include the following:

An Early Owasco Sequence in Eastern New York. By William A. Ritchie, State Archeologist, and Donald Lenig and P. Schuyler Miller. State Museum Circular 32.

Conical and Cylindrical Structures in the Potsdam Sandstone, Redwood, New York. By R. V. Dietrich. State Museum Circular 34.

Age of the Brayman Shale. By Donald W. Fisher and Lawrence V. Rickard. State Museum Circular 36.

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To Recognize Good Teaching

The New York State Division of the American Association of University Women announces an award of $1000 to be made for the academic year 1954–55 to a woman teacher in the public schools of this State. The award will be made at the biennial convention of the state division at Rochester in June 1954.

Adopted at the 1950 convention, the purposes of the award were defined as to recognize good teaching and encourage professional growth by awards to individual teachers for further study; to increase the interest of AAUW branches in the quality of teaching in their own communities; and to direct the attention of the general public to good teaching and to the interest of the association in education.

The first award was made to Geraldine McMullen, who has completed the work for an advanced degree at Ohio State University and has returned to her position in the Rochester public schools.

Applications may be obtained by writing the chairman of the committee, Mrs James W. Kideney, 172 Ashland avenue, Buffalo 22, N. Y.